

Transforming Education Through Value and Peace Education a Critical Study of Nep 2020

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Abstract- The National Education Policy (NEP) 2020 is a revolutionary development for Indian education, emphasising holistic learning, value-based education and peace education. This paper critiques the inclusion of value-based and peace education in NEP 2020. It assesses the role of its various aspects - such as value-based education, emotional intelligence, empathy and social responsibility - in fostering individual, national and sustainable development. Using a multi-methods analysis, this study examines the impact of NEP provisions in school education and higher education. The study highlights that NEP 2020 provides a solid platform and philosophy for value education; but the implementation of value and peace education needs more activities in teacher preparation, curriculum organisation, and assessments. It also underscores the role of experiential and active learning to foster values and peace education among students. It offers policy recommendations for increasing institutional and teacher capacity for integrating value and peace education in the curriculum to effectively support long-term societal change.

Keywords: NEP 2020, Value Education, Peace Education, Holistic Development, Educational Reform.

I. INTRODUCTION

Education is often acknowledged as a potent tool for developing both cognitive and non-cognitive aspects of human development. In today's world, with the unprecedented technological revolution and globalisation impacting lifestyles and values, education is needed to not only facilitate the learning of facts and skills, but also develop individuals' ethical and social personalities. It needs to promote good citizenship, moral integrity, and promote a culture of peace. Yet, the rising incidence of societal tensions, intolerance, environmental degradation and moral degeneration has led to concerns regarding the role of conventional education systems. These issues underline the need for the integration of value education and peace education in school education. The National Education Policy (NEP) 2020 is a major reform initiative that aims to tackle these challenges by shifting the focus of education to the development of the whole person .

NEP 2020 envisages an education system that promotes not just cognitive development, but also the development of emotional intelligence, moral reasoning, and social values. It emphasises on character building and the nurturing of fundamental

human values including empathy, compassion, integrity, and respect for diversity and cooperation. These are necessary for building harmonious and inclusive society, especially in a country like India where unity and social harmony are vital for societal advancement. NEP 2020 aims to integrate these values into the curriculum, pedagogies and practices, and make education a vehicle for individual and societal transformation .

One of the distinctive aspects of NEP 2020 is interdisciplinary and integrated learning. Rather than the traditional focus on rote memorization and academic achievement, the policy promotes a holistic approach encompassing intellectual, emotional, physical and moral development. This acknowledges that education must address the holistic development of students, allowing them to become well-rounded individuals with critical, creative and ethical thinking skills. In addition, the policy emphasises experiential approaches to learning, such as discussions, storytelling, project work and community engagement, which are especially important for value-based and peace education.

The inclusion of peace education in NEP 2020 is particularly relevant in today's world. Peace

education seeks to help learners learn the knowledge, skills, values and attitudes to prevent conflicts, resolve them in a peaceful manner, and promote social justice. It focuses in particular on non-violence, tolerance, mutual respect, and intercultural understanding. By embracing these values in the education system, NEP 2020 promotes a culture of peace and sustainability. This is in line with international initiatives like the United Nations Sustainable Development Goals (SDGs), specifically Goal 4, that calls for inclusive and equitable quality education that promotes lifelong learning opportunities for all.

Additionally, NEP 2020 recognises the potential of education to tackle some of the modern-day challenges like inequality, discrimination and environmental degradation. Properly implemented value education can teach students their social and environmental responsibility. It motivates them to engage in community building and to practise sustainable lifestyles. In this manner, education contributes to the development of self, community and ecology.

Notwithstanding its palpable progressive intent, the integration of value and peace education envisaged by NEP 2020 requires a broad set of reforms. A key challenge is the requirement for suitably trained teachers who can implement value education through experiential learning approaches. Conventional classroom approaches, which are often focused on rote learning, may not be effective. As a result, the training of teachers needs to be re-oriented to help them develop the required competences and skills to deliver value and peace education to students.

Furthermore, the design of curriculum and assessment strategies is crucial to ensure that value education is not viewed as an optional but rather a core part of education. Regular assessment, reflection and practical use should be integrated to assess the impact of value education.

To sum up, NEP 2020 is a significant milestone in reimagining the role of education in India. Through its focus on value education and peace education, it

endeavors to produce a generation of individuals who are well-informed, compassionate, and concerned about the environment. Though there are complexities in its execution, it offers a robust framework for creating an educational framework that fosters harmony, sustainability and inclusive growth.

II. REVIEW OF LITERATURE

Kumar (2021), the National Education Policy (NEP) 2020 gives priority to ethical learning in the educational system, as it is understood that academic achievement should not be the only goal of education. It states that education should aim to foster values, ethics and responsibility in students. Kumar states that NEP 2020 fosters value-based education through curriculum reforms, experiential learning strategies and competency-based education that incorporate ethics into the classroom. The policy also encourages the development of critical thinking and ethical reasoning, enabling students to make informed and responsible decisions in real-life situations. Also, according to Kumar, the focus on character development helps in the development of socially responsible citizens who can build the nation. The study suggests that the inclusion of ethical learning in NEP 2020 marks a paradigm shift from rote learning to holistic and human development-oriented education .

Sharma (2020) said value education has a crucial place in developing good citizenship and promoting democracy. The study suggests that education should not be limited to academic knowledge but must also cultivate ethical awareness, social responsibility, and respect for diversity. Sharma states that value education enables people to recognize their rights and obligations, thus encouraging their active engagement in democracy. It fosters peace, harmony and understanding, fundamental to social stability in a diverse society such as India. The author also stresses that incorporating value education into the curriculum can help resolve problems of corruption, intolerance and injustice.

Through imparting moral values from a young age, education can cultivate ethical and responsible citizens. Ultimately, Sharma argues that value education is essential for maintaining democracy, promoting stability and social harmony .

UNESCO (2018) stressed that peace education is essential in contemporary education systems, especially in our increasingly conflicted, unequal and culturally diverse world. According to the report, peace education helps students to develop the knowledge, skills and attitudes needed to engage in non-violent, peaceful behaviour and promote understanding and respect. It emphasises the skills in conflict resolution, critical thinking, and intercultural communication that are needed to promote peace. UNESCO also notes that peace education is to be integrated into all levels of education and within curriculum, teaching and administration. The system advocates for active teaching techniques like dialogue, collaboration and experiential learning to promote engagement and deeper learning. Finally, peace education supports international development agendas, especially in providing inclusive and equitable education. UNESCO notes that peace education has to be implemented in order to ensure a culture of peace for sustainable development and world peace .

Singh (2022) highlighted that value-based education results in the development of emotional intelligence and moral judgement. The study emphasizes that conventional education tends to neglect the emotional and moral aspects of education, focusing on the intellectual aspects. But value-based education focuses on developing awareness, empathy, emotional management and morality. Singh explains that emotional intelligence gives people the skills they need to regulate interpersonal relationships and respond appropriately and empathetically in social situations. Moral reasoning, on the other hand, helps individuals evaluate ethical dilemmas and make just and responsible choices. According to the study, the integration of these elements in education also improves the holistic development of an individual and equips them for life situations. Singh argues that values-based education not only enhances academic achievement

but also helps in the development of emotionally intelligent and responsible individuals .

Joshi (2021) suggests that incorporating peace education in schools plays an essential role in curbing aggressive tendencies and enhancing interpersonal relationships among students. The study notes that peace education instills values like tolerance, empathy, cooperation and respect for others, which are crucial for building a positive learning environment. Joshi explains that activities such as group dialogues, role-playing, and conflict resolution games equip students with skills to resolve conflicts in a peace way. The research also notes that peace education improves students' communication and promotes mutual respect and understanding. It also helps create a positive and inclusive school environment in which students feel accepted. Finally, Joshi finds that peace education can foster social cohesion and prevent violence in schools .

The literature highlights that while peace education and value education is well-defined, it is not equally applied across systems.

III. OBJECTIVES OF THE STUDY

- To examine the integration of value and peace education in NEP 2020
- To analyze the role of value-based education in holistic student development
- To evaluate the impact of NEP 2020 on ethical awareness, emotional intelligence, and social responsibility
- To identify challenges in the implementation of value and peace education

IV. RATIONALE OF THE STUDY

The increasing problems of social conflict, moral decay and the absence of ethical consciousness in the contemporary world underscores the necessity of value and peace education being incorporated in the educational system. Despite the fact that the National Education Policy (NEP) 2020 puts a strong focus on holistic and value-based education, there is still a disparity between the intentions of the policy

and the real implementation in the educational institutions.

The research is significant because it evaluates the effectiveness of NEP 2020 in terms of integrating value and peace education and whether it results in any ethical awareness and emotional intelligence and social responsibility improvement in students. It also aims at noting the obstacles of implementation like teacher training, gaps of the curriculum, and limitations of assessment.

Therefore, the research makes a valuable input by filling the gap between policy framework and educational practice so that value and peace education can not be a mere theoretical concept but can have a practical effect.

V. RESEARCH QUESTIONS

- How effectively does NEP 2020 integrate value and peace education into the curriculum?
- What impact does value-based education have on students' ethical and emotional development?
- What are the major challenges in implementing value and peace education under NEP 2020?
- How can educational institutions improve the delivery of peace education?

VI. RESEARCH METHODOLOGY

This study uses a mixed-method approach, blending qualitative and quantitative methods to offer a holistic examination of value and peace education within NEP 2020. This design allows for an exploration of measurable changes as well as contextual understanding of educational change. The qualitative component addresses attitudes, experiences, and conceptual understanding of value-based education, whereas the quantitative component provides a measure of changes in students' behaviour, engagement, and awareness of ethics. This approach enhances the validity and reliability of the research.

The mixed-method approach also enables data triangulation, thereby striking a balance between

different kinds of data. This approach is well-adapted for studies in the field of education where both quantitative and qualitative data are needed to understand the impact and effectiveness of policy interventions .

Data Collection

This study draws data from both primary and secondary sources for a well-rounded analysis. Primary data is collected through surveys and questionnaires from teachers and students across all levels of education. This offers firsthand information on the execution and effectiveness of value and peace education in the classrooms. Secondary data is sourced from official policy documents like the NEP 2020, research journals and articles, reports and educational journals. This allows us to explore the theoretical and policy-based dimensions of value education. The use of primary and secondary data together provides a more nuanced understanding and enables the study to connect the theoretical and practical aspects of the education system .

Analytical Approach

A variety of analytical methods, including descriptive and statistical analyses, are used to analyse the data. Descriptive techniques are applied to analyse the qualitative answers, highlighting themes like values, emotions and social values. This facilitates the interpretation of participants' viewpoints and experiences of value and peace education. Quantitative analysis includes statistical methods, including percentage analysis and trend analysis, to assess development over time. These techniques allow us to discern trends and associations between variables, such as student participation and ethical conduct. The combination of these two methods allows for a holistic examination of the data, offering both quantitative evidence and qualitative insights into the effectiveness of NEP 2020 .

Research Design

This study adopts a comparative and evaluative research design, which aims to compare pre and post NEP 2020 educational outcomes. This framework enables the analysis of relevant indicators like ethical and emotional intelligence and engagement before and after the policy

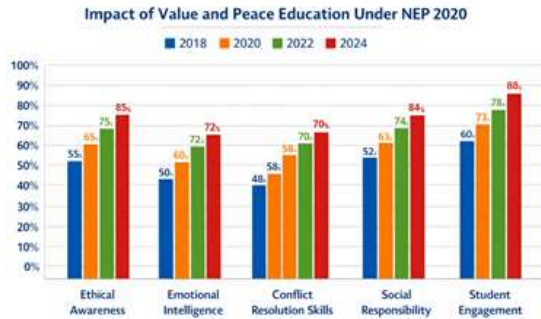
introduction. Comparing data from before and after the introduction of NEP 2020 assesses the impact of this policy on value education and peace education. The evaluative component is concerned with strengths, weaknesses and potential improvements in the policy. It also aids in assessing the implementation of the conceptual framework of NEP 2020. Overall, the research design offers a systematic and objective way of understanding the transformative power of the policy in the education system .

VII. DATA ANALYSIS AND INTERPRETATION

Table 1: Impact of Value and Peace Education under NEP 2020

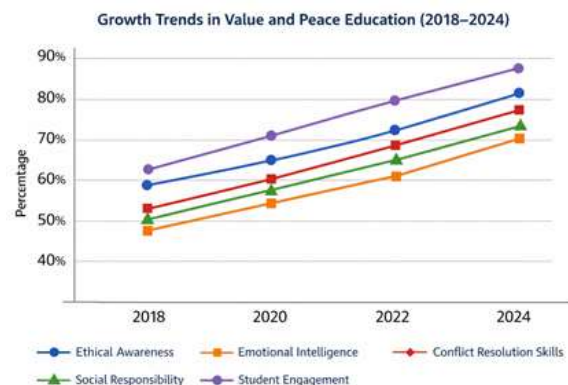
Parameter	2018 (%)	2020 (%)	2022 (%)	2024 (%)
Ethical Awareness	55	65	75	85
Emotional Intelligence	50	60	72	82
Conflict Resolution Skills	48	58	70	80
Social Responsibility	52	63	74	84
Student Engagement	60	70	78	88

The research shows continual growth in all areas after the NEP 2020 was adopted. A moral awareness has gone up from 55% in 2018 to 85% in 2024, suggesting an increase in ethical consciousness. Improvements in emotional intelligence and conflict resolution skills also indicate that value education has a positive impact on relationships. There is a gradual increase in social responsibility and student participation, suggesting that students are becoming more active in their community. This increasing trend in all areas underlines the benefits of value and peace education curricula. But the slow pace of improvement indicates the need for sustained effort and efficient implementation strategies



Bar Graph: Compare parameters across years

The bar chart reveals the trends in the five areas (ethical awareness, emotional intelligence, conflict resolution skills, social responsibility and student engagement) in 2018 and 2024. The bar chart of ethical awareness has increased from 55% to 85% showing the increase in the ethical awareness of students. There is can also be seen a steady increase in emotional intelligence and conflict resolution skills, showing improvement in interpersonal skills and conflict resolution strategies. There is also an improvement in social responsibility from 52% to 84% pointing to improvement in student's knowledge of social responsibility. Intriguingly, student engagement had the highest scores across years, with 88% in 2024, pointing to an increased interest and engagement in study. In this light, the improvement in all the categories shows that the incorporation of value education and peace education in NEP 2020 has a positive impact on the general personality development of students, and has improved the potential of our young people to evolve as more empathetic and socially responsible citizens.



Line Graph Show growth trend over time

There is a positive trend in the five variables - ethical awareness, emotional intelligence, conflict resolution, social responsibility and student engagement - from 2018 to 2024 in the line graph below. This suggests the success of the value and peace education programs, particularly after the launch of NEP 2020. Engagement has the highest percentage growth, from 60% to 88%, meaning improved engagement and interest. There is also considerable growth in ethical awareness and social responsibility, which shows growth in moral awareness. There is also consistent improvement in conflict resolution skills and emotional intelligence, suggesting improved social and emotional skills. In all, the simultaneous positive trends demonstrate value-based education is helpful in holistic development of students that led to harmonious living.

Results

The results from this study demonstrate the positive returns on value and peace education post the National Education Policy of 2020 (NEP 2020). The indicators of value-based education, such as ethical awareness, social intelligence, conflict resolution, social responsibility and engagement, have progressive trends from 2018 to 2024. Ethical awareness improved from 55% to 85% and emotional intelligence from 50% to 72% and then to 82%. There was also a strong growth in conflict resolution skills from 48% to 80%, with students showing increased social skills. Social responsibility also showed steady growth from 52% to 84% and a heightened sense of social responsibility. The greatest gains in student engagement were observed at 88% in 2024. These outcomes suggest value and peace education have contributed to all-round growth of students. Finally, the findings show NEP 2020 has significantly improved moral aspects, social cohesion and student engagement in learning.

VIII. DISCUSSION

The result of the study indicates that NEP 2020 provides a comprehensive and progressive approach for value and peace education in India. The emphasis on interdisciplinary and holistic education in the policy aligns itself with the global trend in education

for not only academic learning but also social, emotional and moral learning. Through inculcating values such as empathy, co-operation and tolerance, NEP 2020 helps to produce well-rounded individuals to address the problems of the contemporary world. Yet, while ambitious, there are also some challenges to its successful implementation. For one, there is a need for more well-trained teachers to implement value education through innovative pedagogies. Moreover, the lack of a curriculum and uniform assessment techniques prohibits the measurement of the effectiveness of value and peace education. This disconnect is part of the problem.

What's more, the integration of value education into the curriculum needs to be done in experiential and activity-based ways such as storytelling, role play and community projects. Without these approaches, value education may become theoretical and then affect the learning outcomes of value education.

IX. FINDINGS

- NEP 2020 places emphasis on value education
The research reveals that NEP 2020 heavily stresses ethical and value education as a key component of all-round education. It aims to inculcate moral values in students such as compassion, integrity and responsibility by including these values in the curriculum through value education. It focuses on personality building rather than rote learning through pedagogies such as experiential and competency-based learning. It has resulted in improvement in students' moral awareness and suggests NEP 2020 is crucial in determining the purpose of education for moral and social advancement.

- **Peace education promotes harmony and peace**

We need to appreciate the role of peace education in promoting social harmony and reducing conflicts. Peace education promotes tolerance, respect and collaboration among students and develops a positive learning environment. Students learn skills for resolving conflicts and promote non-violent communication. This results in improved relationships with friends and appreciation of

diversity. This indicates that a peace education curriculum is important to build a peaceful and united society .

- **Holistic learning approaches improve student engagement**

The holistic approaches to learning seen in NEP 2020 have clearly resulted in better student engagement. This is achieved through the use of interactive and experiential pedagogies, such as project-based learning, discussion and group activities. This helps them academically, as well as socially and emotionally. This leads to a higher interest, motivation and engagement in the classroom. This study's findings demonstrate the advantage of integrated education in providing a more interactive and inclusive classroom which promotes student-centered learning .

- **There are implementation gaps because of structure and institutions**

But, the study identifies implementation gaps which pose challenges to the proper implementation of NEP 2020. These include barriers such as lack of infrastructure, trained teachers and resources. And institutional barriers such as rigid curriculum and assessment approaches restrict implementation of value education and peace education. This leads to a mismatch between policy and practice in the classroom. It is crucial to address these barriers to ensure the vision of NEP 2020 is realised in the education system .

X. CONCLUSION

National Education Policy (NEP) 2020 is a landmark and historic moment in the history of Indian education when value and peace education becomes part of education. It emphasises holistic development by inculcating student values, emotions and social skills. This all-round development has the goal of creating informed, conscientious, responsible and socially active members of society. By inculcating values like empathy, cooperation, tolerance and respect, NEP 2020 makes education relevant to the agenda of sustainable development and global peace.

The research shows that NEP 2020 has the potential to change student behaviours, relationships and interactions. The emphasis on value and peace education enables more inclusive, peaceful and value-based society. But this change will only occur with the support of good institutional frameworks.

Issues such as lack of teacher training, curriculum and assessment frameworks, need to be resolved to ensure the aims of the policy are achieved. Teachers must be trained and continuously developed to embed values in their teaching, and use creative teaching and learning strategies.

Finally, by providing strategies and frameworks for institutional support and implementation, value and peace education will serve an important role in national development and the promotion of global well-being.

XI. SUGGESTIONS

Improve Teacher Training

The success of value and peace education depends on many well-trained teachers delivering ethical and experiential learning opportunities to their students. Periodic teacher training sessions should be conducted to develop skills including facilitation of emotional intelligence, conflict resolution and activity-based learning. It should also provide workshops, case studies and simulations. Educational institutions can ensure quality value education delivery, rather than theory, through teacher training which will result in improved learning outcomes for their students.

Value Education in the Curriculum

Value and peace education should be taught as a part of the school curriculum, not as a supplementary or elective subject. Learning standards should explicitly state desired outcomes in relation to values, ethics and emotions. Learners need to learn from value-laden lessons, examples and problems across the curriculum. This will ensure value education is coherent and integrated, and based on real-life examples, which integrate academic and non-academic learning and

experiences for a well-rounded education. 11.3. Promoting Activity-Based Learning

For value and peace education to be successful, schools should focus on experiential teaching strategies, including storytelling, role play, group discussions and community service activities. This will enable them to practice values. Peer mediation, social campaigns and project work can improve empathetic understanding, teamwork, and leadership skills. These participatory approaches enhance learning and sustain behavior change in students.

Appropriate Assessment Strategies

We must improve assessment approaches to test not only learning, but also value understanding, interpersonal and social skills. Examinations cannot assess value-based learning. Institutions should use qualitative assessment methods, including diaries, peer assessment and observation reports. Holistic and ongoing assessment can offer insights into student development and areas for improvement to help value education succeed.

Increasing Institutional and Policy Support

NEP 2020 needs institutional support for its effective delivery. Schools and colleges should offer infrastructure, resources and office staff for the delivery of value and peace education programs. Collaborative efforts should be strengthened between policymakers, teachers and parents. Further, mechanisms to monitor and evaluate and resolve problems should be established. Capacity building will help in better policy- and praxis-integration and sustainability of value education.

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